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ABSTRACT

The purpose of the project was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin Vocational-Technical Adult Education System. The project consisted of designating the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops, and evaluating the impact of the workshops and materials on the teaching skills of the participants. Although the immediate response was enthusiastic, the follow up survey two months later indicated that teachers may need more time to develop basic teaching skills. The report summarizes the project, outlines the procedures utilized in developing the workshops, and presents the evaluation results. The 20-page "Improving Instructional Skills" booklet used for the teacher training workshops is appended, along with a teacher evaluation checklist, additional project-developed lesson plans, an inservice workshop procedural outline for call-staff, and project correspondence. (Author/NJ)

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ED112263

Final Report

Project No. 19-001-153-131

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Project Director

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IMPROVE INSTRUCTIONAL CAPABILITIES OF PART-TIME VOCATIONAL EDUCATION CALL-STAFF

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CHAPTER I

Summary

The primary purpose of this project was to plan and conduct workshops designed to upgrade the pedagogical skills of the part-time teachers in the vocational schools of the Wisconsin Vocational-Technical Adult Education System. The sixteen VTAE districts in Wisconsin employ approximately 3,000 call-staff (part-time) teachers to teach vocational and adult evening courses which serve about 100,000 adult students. A large number of these teachers have not had formal teacher training and of those who have had, many have not had training for teaching adults.

A research project, conducted by Bryan Niccum during 1972-73, confirmed the fact that many part-time teachers needed help in developing techniques for organizing course curriculum and conducting classes. Because of this expressed need for basic pedagogical skills, four one-day workshops were planned and conducted in the state of Wisconsin. A total of 155 part-time teachers attended workshops held at Menomonie, Appleton, Pewaukee and Madison.

The days activities were designed to help a teacher plan a specific lesson. They were to choose a main topic for a lesson, write a behavioral objective for the learner and plan learning activites to involve the student in learning. They also worked with a variety of teaching aids designed to enhance the content taught and motivate the student in learning. The first presentation outlined the four basic parts of lesson planning, subject content to be taught, the objective to be reached, methods to be used and form of evaluation to be used. A correlated booklet was given to each participant to help clarify the presentations and to be used as a resource book during their actual teaching sessions. Following the presentation, each person was asked to plan a lesson that he would teach and then write a behavioral objective for the lesson. The large group was broken into smaller groups of similar content background. Six consultants provided help in planning lessons and writing objectives.

Following the preliminary planning session, participants were divided into three groups: two for teaching techniques and one media presentation. These three groups rotated so that each person attended all three sessions. The groups were then brought together for a presentation on student and class evaluation. The lesson plans for each of these presentations are included in Appendix B.

The immediate responses to the workshops were enthusiastic. Participants felt the content was applicable to their situations, and that the workshop itself was well designed, interesting and relevant. They rated the instructional team as very knowledgeable, organized and helpful. The participants indicated that more time was needed for the amount of information to be learned and expressed a desire for additional workshops.

The follow-up survey, conducted two months after the workshops to give teachers a chance to apply their knowledge, indicated that teachers need

more time to develop basic teaching skills. The workshop moved too fast to bring participants to competency in the skills of lesson planning and teaching. To have a long-range impact on improving teaching effectiveness, it is necessary to have an on-going, in-depth program designed to help the part-time instructors with their individual teaching problems. This could be accomplished through the use of well designed, sequenced instructional materials and group workshops conducted by trained personnel housed in each of the Wisconsin VTAE districts. The goal of improving instruction for the expanding number of adult vocational students is one worth striving for; one that can be obtained through a well-designed instructional program.

Purpose

The purpose of this project was to plan and conduct workshops designed to upgrade basic teaching skills of part-time vocational teachers. The project consisted of designating the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops and evaluating the impact the workshops and correlated materials had upon the teaching skills of those who participated. The ultimate goal was to improve the instructional capabilities of part-time vocational teachers.

Objectives

1. Identify the most critical professional needs of part-time vocational education call-staff as related to organizing, conducting and evaluating a class.
2. Develop and conduct a one-day workshop to improve call-staff competencies in organizing, conducting and evaluating a class.
3. Evaluate the impact of the one-day workshop on instructional methods.
4. Develop a model for a delivery system to prepare part-time call-staff in organizing, conducting and evaluating a class.
5. Disseminate the results to all Assistant Directors of Community Services in the Wisconsin Vocational, Technical and Adult Education System.

Rationale

Education has been a growth industry since World War II. Ever increasing number of students streamed from one level of schooling to another. Soon this phenomenon will cease - with one possible exception. Adult education appears to have the potential to expand rapidly in the years ahead.

It would appear that there is a variety of factors which will stimulate this growth. Rapid technological change will necessitate retraining and upgrading at regular intervals. Women will be seeking management and supervisory training. Early retirement plans will encourage second careers. The energy crisis will encourage expenditures of human energy in educational activities rather than fossil fuels in travel and entertainment.

This new opportunity in the realm of adult education will generate new staffing needs for vocational and technical schools. Adults demand relevant courses, teaching methods which communicate with them, and valid feedback on their performance. In addition, adults present a more varied audience than students enrolling after high school.

Call-staff (part-time) teachers have proved to be a valuable source of instructors for adult evening programs. They can be selected from a wide variety of occupations and bring experiences with the latest technology in business and industry with them into the classroom. Thus, they provide great flexibility in program planning and bring relevance with them to the courses they teach.

One significant need of a significant proportion of call-staff teachers is additional training in pedagogical skills. In a survey of a sample of call-staff teachers in Wisconsin's VTAE system, Niccum (1973) found that about 40 percent of the call-staff teachers did not have pedagogical training and needed updating in new educational methods and technology. Also, most of the call-staff who were trained teachers had studied in teacher education courses designed for preparing people to teach young adults. Thus, Niccum concluded that in-service training for call-staff was needed.

Chapter II

PROCEDURES UTILIZED IN DEVELOPING WORKSHOP

The format used in the workshop was based upon the findings of Bryan Niccum in his research project, "Assessment of the Professional Teaching Competencies Needed by Call-Staff Teachers in Wisconsin VTAE System." In his study, Niccum identified the instructional competencies needed by part-time teachers within the Wisconsin system. A representative sampling of call-staff teachers and their supervisors indicated that the areas needing instructional upgrading were communication with students, techniques for increasing student involvement, guiding group activity, ways to evaluate teaching performance and use of student feedback.

The greatest instructional needs of inexperienced teachers as rated by supervisors were as follows:

1. Teaching techniques - techniques for managing the classroom situation to provide for more student involvement, motivation and learning.

2. Planning and organizing class instructional materials.

3. Evaluation techniques of teaching performance.

4. Use of instructional devices and audio-visual media.

For experienced teachers, the categories were similar to the above but to a lesser degree. Experienced teachers were more interested in the development of human relations and use of student feedback than planning and organizing class instructional materials or media. Ranked in order of felt need were:

1. Techniques for student involvement.

2. Development of human relations.

3. Using student feedback.

4. Evaluating teaching performance.

Inexperienced call-staff instructors indicated a need for the following competencies:

1. Teaching strategies - developing positive human relations.

2. Planning and organizing instruction.

3. Use of A-V devices.

4. Evaluation of students.

Experienced teachers rated the same items, but expressed a greater need. Both experienced and non-experienced teachers rated the writing of objectives and course outlines toward the bottom of the scale but supervisors rated these two areas high with the writing of objectives ranking as a great need for inexperienced teachers.

The results of this study formed the basis for developing the areas of emphasis in the workshop to upgrade instructional skills. The following list of instructional competencies needed by part-time teachers as rated by supervisors was summarized into three major curriculum areas. Individual competencies were ranked according to the Q score indicating the greatest need.

Table II-1

Needs of VTAE Part-Time Instructors as Rated by Supervisors

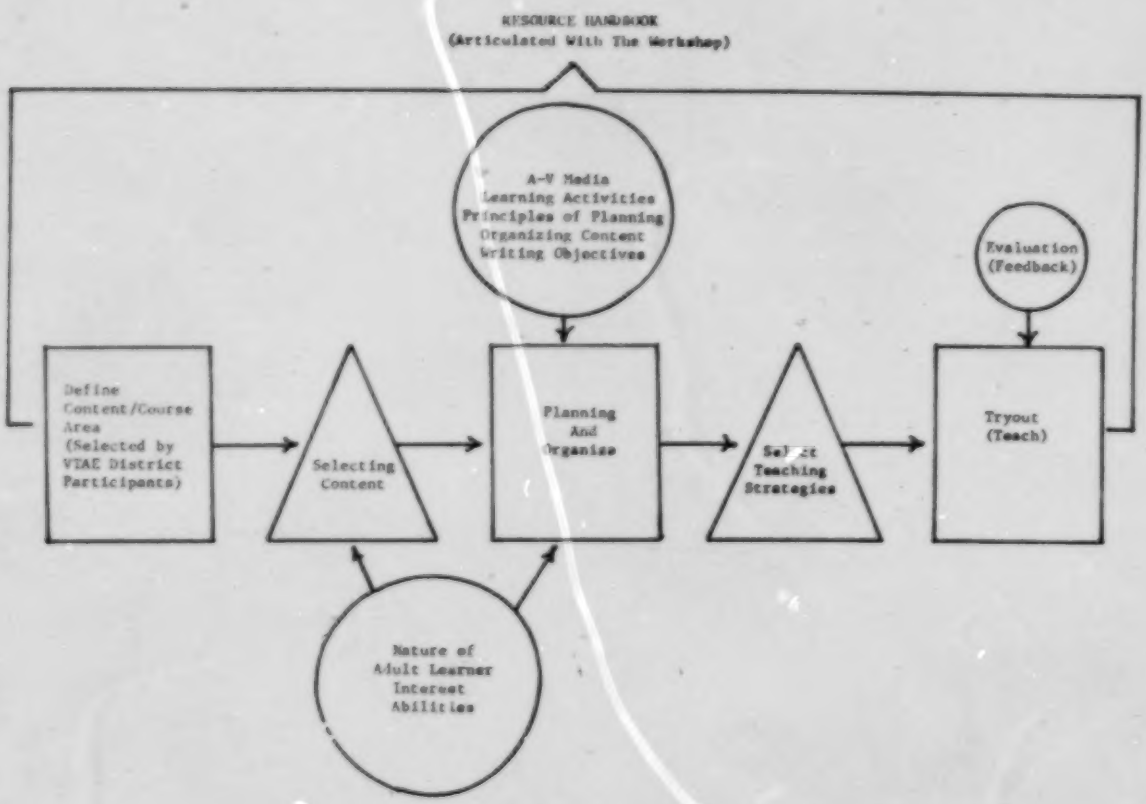
I. Planning and Organizing Teaching Competency	Q_2 Non-Exp.	 Exp.
Organization and sequence of class instruction	2.750	2.171
Using A-V equipment and instructional media (slides, overhead transparencies, etc.)	2.659	2.216
Identifying the content to include in courses	2.642	2.200
Developing classroom, lab, and/or shop learning activities	2.630	2.150
Writing objectives for courses	2.554	2.180
Preparing lesson plans	2.473	2.007
Knowledge of commercial teaching materials available	2.388	2.157
Writing course outlines	2.354	2.089
Curriculum development procedures	2.265	2.022

II. Instruction and Communication Teaching Competency	Q_2 Non-Exp.	 Exp.
Techniques for increasing student involvement during class	2.678	2.335
Communicating the content of courses to their students	2.647	2.228
Guidance of individual learning activities in their classes	2.647	2.287
Techniques for developing and guiding group activities and projects	2.570	2.166
Integrating career developing and guiding group activities and projects	2.562	2.125
Classroom management techniques	2.508	2.062
Motivating students to study	2.462	2.182
Knowledge of commercial teaching materials available	2.413	2.325

III. Evaluation Teaching Competency	Q_2 Non-Exp.	Exp.
Using student feedback in teaching	2.598	2.368
Techniques for evaluating teaching performance	2.548	2.303
Evaluating student achievement	2.471	2.175

Scale Value:
1 = None
2 = Some
3 = Great

Using this summary as a guide, preliminary plans were made for a series of one-day workshops stressing the planning and organizing of lessons plus teaching techniques. The following pert-chart shows the organization of the workshop activities.



One criterion was that participants were to be selected from all substantive areas and have good background knowledge in their own fields. They would be taught how to select content, narrowing it down to specific lessons and then organize it into managable teaching tasks. The day's activities also included instruction in teaching techniques with an opportunity to actually teach a mini-lesson using some of these techniques. The tentative agenda developed was:

8:45 - 9:15	Registration - Coffee
9:15 - 10:00	Planning and Organizing a Lesson Principles of Planning Organizing Content Writing Objectives Planning Learning Activities
10:00 - 10:30	Individual Work Planning a Lesson
10:30 - 11:15	Structuring the Learning Environment Characteristics of the Adult Learner Motivational Techniques Use of A-V Devices
11:15 - 11:50	Revise Lessons
11:50 - 1:00	Lunch
1:00 - 2:15	Teaching Techniques and Strategies How to Involve Students in Learning
2:15 - 3:15	Group and Individual Lesson Planning
3:15 - 3:45	Presentation of Lessons
3:45 - 4:00	Workshop Evaluation

In October, 1973, these preliminary research findings and subsequent plans were presented to a meeting of the Wisconsin VTAE Field Service Directors for their approval. The one-day workshops were to be held at Menomonie - UW-Stout on January 12, 1974 and at the technical schools at Wausau, January 19; Appleton, January 26; Waukesha, February 2; and Madison, February 9. Alternate dates in case of bad weather were February 16 and February 23. All workshops were held as planned except for the cancellation of the meeting at Wausau. Nicolet declined the invitation to participate and the Wausau area used part-time vocational teachers who had been trained in education. The responsibilities of the host districts would be to arrange for food service, provide audio-visual equipment and provide facilities for group activities. In addition, all districts would identify participants according to the following criteria:

1. Part-time teachers
2. Adequate knowledge in their content area
3. No previous preparation in teacher education
4. Representative sampling of all disciplines

Some questions remaining unresolved were asked of the field service supervisors:

1. Was Saturday a good day?
2. Was the time element realistic?
3. Who would identify call-staff participants?
4. Could this be accomplished by December 1?
5. Was it necessary to identify alternate staff to insure a minimum of 50 persons per area?
6. What procedures could we use to gain background information on each participant?
7. Could we expect participants to bring sample materials to aid in lesson preparation?
8. Would it be possible to pre-test and post-test those attending the workshop? Identification? Distributing the instrument?

It was agreed that Saturday would be the best choice and that all supervisors would cooperate in identifying workshop participants by December 1, 1973. They would also distribute the registration forms to each participant. Additional forms and materials would be sent to the individual part-time teachers by the project director.

A few weeks later, the tentative plans and correlated booklet were presented by the project director to Dr. Halfin and Dr. Nelson of the Center for Vocational, Technical and Adult Education, UW-Stout and Mr. Neverdahl, a Field Services Supervisor with District One, Eau Claire Technical Institute. Mr. Neverdahl suggested that too much was planned to be adequately covered in one day and suggested we emphasize the planning and organizing of lessons with less emphasis or elimination of the teaching techniques (small group techniques). The day's plans were revised but not too many changes were made as most persons felt it would be necessary to include some teaching techniques. Supervisors felt instructors needed the most help in planning and organizing but the part-time teachers were most interested in teaching techniques and teaching aids. A decision was made to limit the number of techniques used in the actual workshop but include all techniques in the correlated booklet.

As plans progressed, letters were sent to all vocational-technical schools by Eugene Lehrmann, Director of the Wisconsin Board of Vocational, Technical and Adult Education, giving approval to the project. These in turn, were followed by letters from the project director to the host districts outlining their responsibilities. As participants were identified, they were sent letters explaining the purpose of the workshops and details of the agenda. These documents are included in Appendix C.

To supplement the information learned in the workshops, a booklet was developed as a resource aid to reinforce the concepts taught. The criteria

used in developing the material was to furnish logical progression in planning lessons, simplicity of format, and practicality for everyday use. The day's activities would be correlated with the material in the booklet. The booklet and workshop lesson plans are included in Appendices A and B respectively.

Further planning involved final arrangements for lunch, meeting rooms, and dissemination of information to participants.

The selection of consultants was made in reference to subject matter background and teaching ability. Beverly Maasch, a graduate in fashion merchandising from UW-Stout, had returned to the University to obtain background in home economics education. She taught demonstration techniques and role-playing in one of the sections. Gene Refior, an undergraduate major in industrial education, had taught previously in military training. His section consisted of teaching brainstorming and the art of questioning. Jerry Ingram, an experienced teacher working on his masters in audio-visual communication, conducted the session on use of media. Harold Halfin and Orville Nelson of the Center for Vocational, Technical and Adult Education at UW-Stout served as advisors and consultants to the entire project. In addition, Dr. Nelson, because of his evaluation expertise, taught the portion concerning the evaluation of students and served as a consultant on the evaluation surveys. The success of this project was due to the exceptional help given by Orville Nelson and Harold Halfin.

The first workshop was held at UW-Stout with 43 participants. The following agenda was used:

8:45 - 9:15	Registration - Coffee
9:15 - 9:45	Lesson Planning Principles of Planning Basis for Selecting Content Behavioral Objectives Organizing Content
9:45 - 10:30	Small Group - Individual Lesson Planning
10:30 - 10:50	Motivating the Adult Learner
10:50 - 11:15	Constructing Audio-Visual Teaching Aids
11:15 - 12:00	Small Group - Individual Work
12:00 - 1:00	Lunch
1:00 - 2:30	Teaching Strategies Demonstration Discussion Buzz Groups Brainstorming Questioning Skills Role Playing
2:30 - 3:30	Small Group - Individual Work
3:30 - 4:00	Evaluation

This agenda was revised after the meeting as there was too much information and too little time for actual participation by all persons attending. The section on Motivation was deleted as this was amply covered in the small groups. The morning was devoted to planning and organizing with a 45 minute work session for planning lessons and writing behavioral objectives. The larger group meeting for preparation of audio-visual materials tended to be of limited value as participants could not view all the exhibits or actually work with the materials. It was decided to run three small groups for 30 minutes each, followed by a large group presentation on evaluation. This was followed by a swap and share time or question-answer period for those persons who were interested.

Revised Agenda

8:45 - 9:15	Registration - Coffee
9:15 - 10:00	Lesson Planning Principles of Planning Basis for Selecting Content Behavioral Objectives Organizing Content
10:00 - 11:15	Small Group - Individual Lesson Planning
11:15 - 12:00	Teaching Strategies - Three Small Groups Constructing Audio-Visual Teaching Aids Demonstration and Role Playing Brainstorming and Questionning Skills
12:00 - 1:00	Lunch
1:00 - 2:30	Teaching Strategies - Continued
2:30 - 3:00	Swap and Share Session - Small Groups
3:00 - 3:30	Evaluation
3:30 - 4:00	Consultation as Needed

The revised agenda was followed for the next three workshops. The main problems encountered were too much information to be learned in the amount of time available and keeping participants working on the problems presented rather than digressing to personal problems and elaborating on their own teaching methods.

The responses and evaluations were enthusiastic. Most of the teachers wanted follow-up workshops for a more in-depth experience. The results of the evaluation surveys are given in Chapter III.

Chapter III

REPORT OF THE FINDINGS

Introduction

The findings represented in this chapter are the final results obtained from the four, one-day workshops held during the months of January and February, 1974 and a follow-up survey conducted during the month of May. Of the 155 final surveys sent to workshop participants, 42 persons or 28 percent responded. The poor response may have been because of the length of the survey.

Evaluation Results

A. Number of Participants According to Workshops and Areas Represented

Tables III-1 through III-4 report the number of participants at each workshop and the number of persons in attendance from each district represented. It was planned that 200 call-staff teachers would attend but because of illness, weather and other factors, only 155 persons participated. Locations were chosen in various parts of the state to accommodate all vocational districts. Only Nicolet and Northwestern Technical Institutes were not serviced. A map of the Wisconsin VTAE districts is included in Appendix C.

Table III-1

UW-Stout, Menomonie, January 12, 1974

Districts Represented	Number of Participants
District One, Eau Claire	21
Western Wisconsin Technical Institute, La Crosse	8
Wisconsin Indianhead, Superior	14
Total	43

Table III-2

Fox Valley Technical Institute, Appleton, January 26, 1974

Districts Represented	Number of Participants
Fox Valley Technical Institute, Appleton	9
Mid-State Technical Institute, Wisconsin Rapids	8
Moraine Park Technical Institute, Fond du Lac	8
Northeast Technical Institute, Green Bay	10
Lakeshore Technical Institute, Sheboygan	8
Total	43

Table III-3

Waukesha Area Technical Institute, Pewaukee, February 2, 1974

Districts Represented	Number of Participants
Milwaukee Technical School, Milwaukee	15
Gateway Technical Institute, Kenosha	7
Waukesha Area Technical Institute, Pewaukee	15
Total	37

Table III-4

Madison Area Technical College, Madison, February 9, 1974

Districts Represented	Number of Participants
Madison Technical Institute, Madison	14
Southwest VTAE District, Fennimore	10
Blackhawk Vocational-Technical District, Janesville	5
Western Wisconsin Technical Institute, La Crosse	2
North Central Technical Institute, Wausau	1
Total	32

B. Teaching Areas Represented at Call-Staff Workshops

One of the criteria used in selecting participants was that all disciplines should be represented. No criteria were given for the number of years taught. In reviewing responses, it was found that the number of teaching years ranged from 0 to 12 years.

The teaching areas represented were very diverse, for example: Clothing and Textiles, Arts and Crafts, Auto Mechanics, Health Occupations, Machine Shop, Electricity, Safety, Business and Office Occupations, Home Furnishings and Academic subjects.

C. Evaluation of Workshop

All participants were asked to complete an evaluation of the workshop activities. The evaluation consisted primarly of reactions to the topics presented, their usefulness, the way in which they were presented and suggestions for improving the workshops. The workshops were very well received with the positive questions receiving a Q_2 rating above 4.2 (agree to strongly agree) and the negative questions generally receiving below a Q_2 of 2.0 (disagree to strongly disagree). Many responders designated a need for more in-depth workshops to develop teaching skills.

At the end of the evaluation, three subjective questions were asked. In response to the first question, "What did you like most about the workshop?" 29 said it was informative, 18 felt it was well organized and 19 enjoyed learning techniques from other teachers. To the second question of what was least liked, 18 thought the workshop moved too fast. The last part asked for suggestions and 15 persons reinforced their desire for another workshop whereas 11 responded that it was a good workship.

Table III-5 lists the evaluation responses from each of the workshops. Both the Q_2 and the IQR figures are given for comparison. The evaluation form had five possible responses. The ratings were:

1 = SD = Strongly Disagree
2 = D = Disagree
3 = U = Uncertain
4 = A = Agree
5 = SA = Strongly Agree

Item numbers 2, 4, 9, 17, 18 and 19 were negative questions and a low Q_2 response indicated positive attitudes toward the workshops.

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The evaluations completed the day of the workshops indicated a positive attitude toward the content included, the methods of presentation and the staff conducting the seminars. Although these evaluations indicated a successful day, the important factor to be determined was, how useful the materials and activities were in the actual teaching situation. Being cognizant of the fact that a one-day workshop does not bring a participant to competency in the area covered, the correlated booklet was designed to be used as a follow-up for the teacher as he prepared his lessons. An evaluation to determine the impact of the workshop activities and use of the correlated booklet was sent to all participants during the month of May. The two month interim was designed to give the participants a chance to apply the knowledge gained in their teaching situations. Out of 155 questionnaires sent to participants, only 42 persons responded.

The evaluation was divided into four areas: background information on the responder, value of the instructional aides, impact of workshops on teaching ability, and suggestions for improving the workshop and in-service training. The portion on the value of the instructional aids was divided into three categories: help gained from the content of the workshops, instructional booklets, and handouts given at the workshop. The respondents checked one of five categories: N - Did Not Use, NH - No Help, SH - Some Help, H - Helpful, VH - Very Helpful. Summarizing the results of the portion of the evaluation dealing with workshop content, most respondents found the content of the workshop helpful, although the IQR scores indicated a divergence of opinion. The highest rating was given to use of audio-visual devices but it had a wide range of opinion as indicated by an IQR of 2.007. The second highest rating was given to demonstration techniques with the lowest ratings being given to role playing and writing behavioral objectives. Many did not think role-playing could be of use in their teaching areas. According to Nicoum's research behavioral objectives were not perceived as being important to the teachers whereas administrators ranked them important. The attitude of the teachers, according to this evaluation, points out the fact that neither attitudes toward behavioral objectives nor competence in writing them had been changed by the workshop.

The evaluation of the booklet ranged from some help to helpful. The areas receiving above a 4.0 rating were Characteristics of Adult Learners, Organizing Lessons, Using Teaching Aids, Characteristics of Visual Aids, and Using the Chalkboard. Again, the lowest rating went to Behavioral Objectives, 3.083, with an IQR range of 2.007. The handouts from the workshop were characterized as being of some help.

Table III-6 summarizes the responses to the value of the workshops and instructional aids.

Table III-6

Value of Instructional Aids

A. Content of Workshop Conducted by UW-Stout	Q_2	IQR
10. Planning and organizing lessons	3.808	1.636
11. Writing behavioral objectives	2.833	1.833
12. Small group work	3.500	2.450
13. Role playing	2.500	3.190
14. Demonstration	4.265	1.199
15. Brainstorming	3.167	3.091
16. Questioning	4.125	1.815
17. Use of audio visual devices	4.614	2.007
18. Evaluation	3.906	1.386
B. Instructional Booklet Given Out at Workshop		
19. Characteristics of adult learners	4.031	1.242
20. Motivation in teaching/learning	3.938	1.277
21. Organizing lessons	4.056	1.167
22. Writing behavioral objectives	3.083	2.500
23. Sample lesson plan	3.400	1.500
24. Factors affecting the teaching process	3.577	1.569
25. Using teaching aids	4.214	1.375
26. Characteristics of visual aids	4.115	1.667
27. Using the chalkboard	4.083	1.599
28. Oral questioning	3.773	1.636
29. Teaching techniques	3.964	1.549
30. Student evaluation of instruction	3.857	1.500
31. Critique for demonstrations	3.500	1.750
32. Teaching performance rating form	3.286	1.457
33. How to make visual aids	3.950	2.667
34. Resource list for teaching aids	3.423	1.846
C. Handouts During Workshop		
35. Sample lesson plan	3.708	1.664
36. AV	3.786	2.133
37. Evaluation samples	3.556	1.730

SCALE VALUE:

1 = N = Did Not Use
2 = NH = No Help
3 = SH = Some Help
4 = H = Helpful
5 = VH = Very Helpful

The third portion of the evaluation sought to determine the impact upon teaching ability. The format was slightly different with only four categories for checking. Responders were asked to check if they had used the technique before and/or after the workshop and to what degree the workshops had affected their teaching effectiveness. The categories were:

1 = Decreased	3 = Improved
2 = None	4 = Greatly Improved

Over half the responses ranged from 2.800 to 3.000, which indicates some improvement in teaching effectiveness. The IQR range is very low which denotes a consensus on the part of all respondents. The greatest change appeared to be in using different teaching methods during a lesson, guiding discussions, focusing in on the main ideas or skills to be taught, preparation of class handouts, and ability to plan something interesting to motivate students. From this evaluation it appears that a majority of teachers had used these techniques prior to the workshop but were helped in improving their teaching ability as a result of attending the workshop.

Table III-7 summarizes the impact of the workshop on teaching effectiveness.

Table III-7

Measuring the Impact on Teaching Effectiveness

As a result of participating in the workshop and being provided with instructional aids, were you helped in your ability as a teacher to:	Q_2	IQR
38. Use students to help plan the topic for the day's lesson	2.395	1.053
39. Writing a behavioral objective for a lesson that could be measured or observed at the end of a class period	2.816	0.877
40. Choose a main idea or skill to be taught in the lesson	2.933	0.600
41. Write lesson plans for each session, including the supporting information needed to strengthen the main points of your lesson	2.775	0.983
42. Plan something interesting at the beginning of your lesson to gain the interest and cooperation of your students	2.920	0.700
43. Change the pace (method) of instruction several times during the class session and avoid using any one method of teaching for too long a period of time	3.000	0.900
44. Guide a discussion and keep it on the main topic	2.976	0.810
45. Plan questions to help students put facts together and apply them to their projects	2.833	1.000
46. Stand while teaching or presenting new materials, leading discussion, circulating around the room for individual help	2.625	1.263
47. Provide an opportunity for every student to participate or apply their learning at sometime during the class session	2.864	0.873
48. Evaluate the lesson by summarizing the material covered during the class session	2.870	0.778
49. Use a variety of audio-visual teaching aids	2.767	1.179
50. Plan hand-outs of written information or direction to supplement your teaching	2.932	0.841
51. Preview slides, films and other audio-visual aids before using them in the classroom	2.588	1.056
52. Refer to the course outline so as to meet the major objectives of the course	2.786	0.987
53. Help students develop standards by which they can evaluate themselves	2.789	0.974
54. Evaluate students through performance skills, ability to solve problems, as well as testing facts	2.850	0.925

SCALE VALUE:

1 - Decrease
2 - None
3 - Improved
4 - Greatly Improved

Recommendations

The results of this study indicate that part-time teachers need help with the techniques for organizing and conducting a class. This help needs to be an on-going, in-depth training conducted within each of the vocational districts. A change in teaching competence will come about only through a well-organized training program conducted by capable instructors.

Recommendations for the in-service training of part-time vocational teachers are as follows:

1. In-service workshops to improve basic teaching skills for part-time teachers presently employed.

   a. Use of self-instructional materials; i.e., motivating the adult learner, writing behavioral objectives and writing lesson plans with learning activities designed to bring students to application of principles taught.

   b. Group meetings to discuss and solve individual problems.

   c. A series of meetings to teach the use of group techniques involving students in learning.

   d. An on-going assistance in developing audio-visual instructional aids to supplement and enhance the classroom presentations.

2. Training programs for new part-time teachers similar to the seminars for experienced teachers.

   a. Use of sequenced self-instructional materials together with conferences between the teacher and school training personnel.

   b. Group meetings to teach motivating the adult learner, lesson planning, teaching techniques and evaluation of student learning.

   c. Workshops designed for actual participation where prospective teachers learn by doing.

The type of program outlined is one requiring extensive funding for the development of materials, training of teaching personnel to conduct the workshops, and a commitment to an on-going program of in-service training for those persons hired as part-time vocational teachers. Because over 100,000 students are taught by call-staff teachers and the number of prospective students appears to be on the increase, it is imperative that persons hired to teach will be able to teach those skills in a manner conducive to student learning. The only practical solution to the problem of quality teaching is through a well-designed in-service program conducted by trained staff from each of the vocational districts in the state of Wisconsin. Such a program should ultimately produce a well-qualified, capable staff of part-time vocational teachers.

Appendix A

IMPROVING INSTRUCTIONAL SKILLS BOOKLET

VTAE Call-Staff Workshop

IMPROVING INSTRUCTIONAL SKILLS

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WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Philosophy

We believe that individuals are important. It is the purpose of the VTAE system to take an individual where he is, then help him develop his skills, knowledge, attitudes, and appreciations to their full potential in order to prepare him for work and to help him improve as a happy, self-sufficient and responsible citizen.[1]

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[1]An Assessment of Wisconsin's Vocational and Technical Education Program, University of Wisconsin, Merle E. Strong, 1970.

Characteristics of Adult Learners With Implications for Teaching

Adults:	In Your Instruction Remember to:
Want courses that help: To improve work efficiency To advance in work In occupational training Develop leisure time activities	Use questionnaires to determine why students are in class Relate instruction to stated needs Include real-life problems, sample materials to work on, actual experience or real objects
Want to be treated as adults	Let adults help plan instruction, content, and methods Treat them as equals with respect and a sense of humor Call on adult experiences relating to lesson taught
Are rapid "no-nonsense" learners - do not comprise a captive audience	Avoid "busy work" Teach practical, usable knowledge in a simple, direct manner Include definite work for a definite purpose Relate facts to each other and provide continuity from lesson to lesson Use a variety of methods, audio-visual aids and a change of pace
Learn best in an informal environment	Treat student as a friend Allow interruptions and questions Give breakes for standing, stretching, eating smoking.
Want guidance not grades	Let them evaluate their own progress Give constructive criticism and praise

Motivation as Related to Teaching and Learning

Motivation is the catalyst in learning; the inner force that makes a person want to know, to understand, to act, to gain a skill. Adults have an internal motivation but it is up to the instructor to maintain it. Taking into account student needs, varying teaching styles and using a variety of methods help keep motivation high.

Characteristics of teachers as related to motivation and learning are as follows:

1. Helpful in school work with assignments limited and interesting.
2. Have a sense of humor.
3. Warm, "human" people.
4. Interested in students.
5. Considerate.
6. Patient.
7. Fair.
8. Flexible.
9. Use recognition and praise both in class and evaluation.
10. Exhibit skill in teaching a subject.

Some implications for teachers in motivation and teaching are:

1. We teach what we are - not what we say - by smiles, frowns, notes on a paper.
2. We can change a student's attitude about himself for better or for worse - for better by being positive, encouraging and enthusiastic; by telling them they are important, they do count, they can make it, and they do have value.
3. Students behave in terms of what seems to be true, according to how they perceive the facts.
4. Teach not only subject matter, but WHAT IT MEANS to them.
5. Results are achieved, not by telling someone he's worthy, but through TRUST, listening and establishing an atmosphere of mutual respect.
6. A warm, discriminating, accepting teacher enhances self-concept, motivation, and learning.

There are many ways to teach. Whether or not learning occurs depends upon the teacher, the student, and the "teachable moment." Teachers must plan around ideas as well as people and a good teacher makes ideas come alive.

A person brings into teaching his own personality, educational background, values, and ideals. A good teacher uses this background to communicate a love for learning, exhibiting the kind of enthusiasm that projects beyond the classroom. The teacher is the most powerful variable in the teaching/learning process. Continued motivation of students requires a knowledgeable, well-prepared, motivated instructor.

Planning and Organizing Lesson Content

Whether plans are developed at national, state, or local levels, and whether they are for a course, a semester, a unit of study, or a day, there are five major parts that must be included to ensure success. These are:

Objectives - goals, aims, purposes, outcomes

Content - what is to be taught, the subject matter - stated in the form of ideas, facts, principles, skills, or generalizations.

Learning experiences - the activities or methods used to help students learn or gain a skill.

Teaching aids, facilities or equipment - the devices used to aid students in learning.

Means of evaluation - methods used to help determine student learning and the effectiveness of the teaching.

These five parts of planning are closely interrelated. Experienced teachers are likely to find it impossible to think of one without taking into account the other.

To Organize

One might begin with any one of the five aspects as there is no one "right way." Nevertheless, many have found the following general outline of steps to be of help in planning.

1. Consider the basis on which course decisions rest:

   Beliefs about your subject matter and education in relation to what is to be taught.

   Needs of students - general characteristics of adult students and their individual differences.

   Local situation for teaching - conditions and needs, personnel, facilities

   The content and organization of the subject field.

2. Outline the major areas of content, tasks, or skills to be taught, considering both what is to be included and the order in which it is to be taught.

3. State behavioral objectives, what the student should be able to do, say, act or write as a result of his learning.

4. Determine supporting content, tasks, or skills. That is, decide what students will need to learn in order to progress toward the objectives.

5. Select learning experiences that will help students attain objectives.

6. Decide what teaching aids, including reading materials, tools, equipment, handouts, etc. are needed to help students learn.

7. Choose suitable forms of evaluation for determining if students have reached the objectives.

8. Prepare, present, try out and evaluate. Revise your plans if needed.

TOOLS FOR TEACHING

As instructors, we must learn:

1. To prepare and present a lesson.

2. To use correct teaching methods.

3. To use individual and group instruction as methods of instruction.

4. To learn the art of oral questioning in teaching.

5. To use the blackboard, instruction sheets and other teaching aids.

6. To recognize the importance of personal qualities of an instructor.

7. To recognize and provide for individual differences in the group.

8. To learn the responsibilities of the instructor as a manager.

9. To check the effectiveness of our teaching.

Planning a Lesson

Lesson Plan: A detailed, organized outline of material to be taught in one class session. Written lesson plans give confidence to the teacher, add knowledge to the subject matter, provide maximum opportunities for student learning and utilize a variety of interesting teaching techniques.

Steps in planning a lesson:

1. Select title or topic.
2. State objectives: What should students be able to do at the end of the class period?
3. Choose the main ideas, content, or skills to be developed for full understanding. (Involve students in planning by asking them what they expect from your course.)
4. Outline supporting content for logical progression of learning- a step-by-step procedure for clarity and understanding.
5. Plan a motivating introduction, one designed to capture the student's interest.
6. Select appropriate teaching techniques, illustrative material, visual devices and equipment to best obtain desired learning results and involve the students in activities.
7. List questions to be asked with sample answers.
8. Develop summaries of key points. These may be in the form of questions or performance tests to evaluate student learning.
9. Explain next lesson to prepare the learner.

Forms for lesson plans are highly individual, but all contain the elements of basic planning; purpose, activities, time schedule, illustrations, questions, evaluation, and summary. A sample form is included as one example that might be used. Plans are often modified to include developmental questioning, group learning activities and projects.

Instructional Objectives

1. Precise statements of what the student will be doing as a result of instruction; how he will think, feel, or perform. It is measurable, observable behavior.
2. Answers the following questions:

   What should I teach or what is to be done?

   How will I know it's been taught?

   What materials and methods should I use?
3. Communicates intention of the instructor.
4. Communicates to the students what is expected of him, what kind of behavior he is expected to exhibit.
5. A behavioral objective has four characteristics. The first two are necessary and the last two are potential.
   a. Stated in terms of learner behavior. (e.g. the student will - is able to - etc.)
   b. Contains an action verb which describes a behavior or a product of that behavior in measurable, observable form. (e.g. identify, describe, list, solve, translate, measure, calculate, etc.)
   c. Contains conditions under which learning will occur; listing aids, equipment, restrictions, or limitations. (e.g. in writing, in a 10 minute period)
   d. Includes performance criteria. (e.g. without error, 80% of the answers, etc.)
6. Precisely written objectives help determine course content, identify media and methods, and help produce evaluation instruments.
7. Sample objectives. "The student will be able to ..." is implied.
   a. Without the aid of reference materials, construct a parallel electrical circuit.
   b. Given a list of 20 words, five of which are mispelled, identify those that are mispelled and write them correctly with 100% accuracy.
   c. Given a written essay in Russian, write out a translation in English.
   d. Diagnose automotive brake malfunctions and make the required repairs within 90% of flat rate time, with only the use of repair order directions.
   e. Given specific nutritional requirements for individual family members, prepare a two-week family menu satisfying those nutritional requirements.
   f. Using an electric typewriter, prepare a business letter, as dictated by the instructor, in 3 minutes with no more than one typing error.

LESSON PLAN

Unit _____
Lesson _____

SUBJECT: Skill:

OBJECTIVE (or purpose):

TEACHING AIDS:
Tools or Equipment
MATERIALS:

REFERENCES:

I. PREPARATION (of the learner) - Motivation - Introductory Statements -

---

II. PRESENTATION (of the information)

Instructional Topics Content, Operations, Steps	Things to Remember to Do or Say Directions, Questions, etc. Learning Activities

(continued)

II. PRESENTATION, continued

Instructional Topics	Things to Remember to Do or Say

III. APPLICATION (drills, supervision of tasks, illustrations, analogies, oral questions, or assignments)

IV. TEST (final check on students' comprehension of material presented and/or skill performance)

Suggested Reading for Student:

The Next Lesson Is:

SOME FACTORS THAT AFFECT THE TEACHING PROCESS

TEACHING IS A PROCESS IN WHICH:

The teacher plans, presents, tests, and thereby helps learner to understand information or develop a skill.

The learner develops new knowledge, new qualities, and new abilities and is able to apply them to a given situation.

Even though the learner will not learn unless he takes an active part, the instructor is primarily responsible for success. "If the learner hasn't learned, the instructor hasn't taught."

1. The good instructor makes the most effective possible use of the learner's senses.
   a. Men learn faster by seeing and hearing than by hearing alone.
   b. Men learn still faster when doing or saying is added to seeing and hearing. It is doing which makes learning permanent.
2. The good instructor designs his lesson and course to take advantage of the three principles of learning.
   a. Readiness. You learn a thing when you feel a need for it. You must be interested. Conditions must be right.
   b. Effect. You must get satisfaction out of learning. Satisfaction comes from the success you have in learning the job. The more certain you are of success, the greater the desire to learn.
   c. Practice. You like to repeat those things you have learned to do well, so practice becomes a pleasure rather than drudgery. The more you do a thing, the better you are able to do it.
3. People differ in many ways, and these differences affect:
   a. The reasons they have for wanting to learn something. An argument that convinces one person of the need for a lesson may not convince another.
   b. The speed and thoroughness at which each person learns. A teaching approach that works with one person may not work with another. That is why it is important to make frequent checks to see if individuals are learning, reteaching as needed, using varied approaches to get the job done.
4. The instructor must remember that adults:
   a. Usually can see relationships between what they know and what they are studying. If an instructor knows a learner's background, he may be able to discuss the lesson in terms the learner already understands.
   b. Are usually active learners and need a chance to apply what they are learning.
   c. Are serious, almost always seeking a specific goal.
   d. Are less inclined to be impulsive and need time to think processes and problems through.

USING TEACHING AIDS, A FEW RECOMMENDATIONS

Before the class meets:

1. Know what you want to accomplish. When using films or other aids you did not design, preview each one carefully to determine what to emphasize and what to ignore. You may find out you wish to show only a part of the film.
2. Rehearse the use of the teaching aid and plan comments.
3. Have everything ready so you will not have to waste group time fumbling around. For films, check projection equipment, have a spare bulb, arrange seats and screen for best viewing.
4. If chalkboard drawings are complicated, draw them ahead of time or have very light pattern on the chalkboard which you can follow.
5. Cover or hide display and three-dimensional aids so they will not distract the learners.

During the class session:

1. Don't let the aid be a substitute for the instructor. Use them, don't just show them. Make explanations; ask questions.
2. Show each aid at the proper time in the lesson, but keep it covered or hidden when it is not in use.
3. Speak to the group, not the teaching aid.
4. If models are used, do not pass them around while they are being discussed. This can be distracting, and learners can handle them later.
5. For a motion picture or filmstrip, make certain the learners know before the showing exactly what they are to look for. Otherwise, they may miss the important points, emphasize unimportant information, or consider the whole thing just a form of entertainment.
6. Reshow any film or other teaching aid if necessary to teach a point that has been missed.

CHARACTERISTICS OF A GOOD VISUAL AID

A visual aid is a specifically prepared drawing, model, or device that will expedite learning through the visual sense. When selecting or making a visual aid, the following points should be considered.

1. It should explain an abstract idea, show a relationship, or present a sequence or procedure that cannot be clarified without it.

2. It should be large enough to be clearly visible to everybody in the group. An aid is not an aid if part of the group cannot see it.

3. The lettering should be large and bold to avoid eyestrain from any point in the room. Avoid decoration and prevent distraction.

4. The wording should be easy for the learners to understand. Terms should be acceptable and in common use in the occupation itself.

5. The important parts should be accentuated by the use of bright color.

6. It should be made to scale, whether reduced or enlarged. The essential parts should be in proper proportions. Otherwise, the learner may be confused.

7. It should be constructed of good materials, so it can stand frequent use.

8. It should show evidence of good workmanship and be carefully finished in good taste.

9. It should be portable to permit its use in more than one location.

10. It should be protected with paint, shellac, glass, cellophane, or other protective materials.

HOW TO USE THE CHALKBOARD

Chalkboard work should be simple and brief. Copying lengthy outlines or lists of subject matter is a waste of time to instructor and trainee. If it is important for the trainee to have a copy of this material, it should be duplicated and distributed.

The chalkboard is similar to a store window. Everyone knows that an overcrowded, dirty, and untidy window display has little "stopping" value as compared to one that is clean and neat and displays a few well-chosen items.

The following rules for using the chalkboard should definitely increase its effectiveness as a visual aid:

1. Don't crowd the chalkboard. A few important points make a vivid impression.

2. Make the material simple. Brief, concise statements are more effective than lengthy ones. Put lines on board to guide you.

3. Plan chalkboards ahead. Keep the layouts in your training plan folder.

4. Gather everything you need for the chalkboard before the group meets--chalk, ruler, eraser, and other items.

5. Check lighting. Avoid chalkboard glare. Sometimes it will be necessary to lower a shade and turn on the room light.

6. Use color for emphasis. Chrome yellow and pale green chalk are more effective than white chalk.

7. Print all captions and drawings on a large scale. The material must be clearly visible to each trainee. Use 2" minimum letter size.

8. Erase all unrelated material. Other work on the chalkboard distracts attention. Use a board eraser or cloth, and not your fingers.

9. Keep the chalkboard clean. A dirty chalkboard has the same effect as a dirty window.

10. Prepare complicated chalkboard layouts before the group meets.

ORAL QUESTIONING

To become a successful instructor, you must master the art of questioning. Questions such as these. . .

WHY do we do it? WHAT is its purpose? WHERE should it be done?

WHEN should it be done? WHO should do it? HOW should it be done?

WHICH is better?

. . . are among the teacher's most effective tools.

QUESTIONS HELP THE INSTRUCTOR:

1. Motivate the group.
2. Find out what learners already know.
3. Encourage active participation by learners.
4. Spot-check effectiveness of the instruction.
5. Clarify a point that a student has not understood.
6. Stress important points.
7. Keep attention of the group and reclaim attention of the person whose mind has wandered.
8. Review material originally presented in another way, for variety.

TO BE EFFECTIVE, QUESTIONS:

1. Should be worded so that learner cannot answer unless he really knows. All questions should require thought. This rules out most questions which can be answered "yes" or "no." Problem questions are particularly effective.
2. Should be brief and easily understood. If it is apparent that learner does not understand a question, rephrase it immediately in words which will be understood.
3. Should be limited to one main thought. Avoid asking several questions in one breath or linking questions together with "and."
4. Must have a specific purpose that is related directly to the subject being discussed.

WHEN ASKING QUESTION, first state the question to the entire group. This procedure gets everyone thinking. Then pause for a moment to give them time to think. Finally, call the name of one student for the answer. (If he had been called by name before the question was asked, others might not have listened.) Do not use a routine for selecting the person to answer.

Teaching Techniques to Consider

Lecturing - may be formal or of an informal type with questions from the audience allowed. Illustrated lectures may take the form of prepared remarks with the aid of visual devices such as slides, transparencies, etc., maps, diagrams, and pictures or it might be an actual demonstration of a skill or procedure. Lectures are used to reinforce written material, synthesize many sources, convey enthusiasm, give information, change the pace or tell students what results to expect. Lectures tend to be dull unless the teacher portrays enthusiasm and uses gestures, voice inflection, movement, silence or pausing, and a variety of sensory stimuli such as posters, writing on the board, and pictures to keep the audience alert.

To organize:

1. Define main points.
2. Organize supporting material
3. Provide a sense of logical progression by repeating main ideas - summarize before, during, and/or after talk. Outline for your audience.
4. Plan short lectures, less than 30 minutes.
5. Use many forms of illustrative devices and examples.
6. Know the subject matter well and be well organized.
7. Speak clearly and directly.

A demonstration - is a technique which involves showing as well as telling to convey material to the class. The following are some situations when you may find demonstration useful:

1. To stimulate interest in a particular area or subject;
2. When written or verbal instructions are unclear or confusing;
3. To show others how to carry out a certain procedure.

Good demonstrations require considerable pre-planning. Some suggestions are:

1. Convey a single concept, process, or idea within the demonstration
2. List important steps or processes to be emphasized, and arrange them in a logical order.
3. List the materials or equipment necessary to carry out each step.
4. Anticipate processes or ideas which may be confusing.
5. Plan to practice the demonstration several times before the day of delivery so that you feel comfortable with it.

As you are giving the demonstration, keep the following points in mind:

1. Have the class gathered around you so that everyone can clearly see and hear. (For a large group, you may wish to utilize video-tape, mirrors, or even repeat the demonstration several times to smaller groups)
2. Prepare the class by explaining the purpose of the demonstration and calling attention to the key points to be noticed.
3. Speak slowly, clearly and deliberately while demonstrating each step. Tell what is being done, how, and why this method was chosen for each step in the demonstration.
4. Provide an opportunity for questions after each step, even if they interrupt the demonstration.
5. Close with a final summary of key points, and immediately open the demonstration for questions or clarification.
6. In some instances, you may find it helpful to provide a handout including the key points stressed in the demonstration. (However, this should

not be distributed prior to the demonstration as it tends to be distracting.)

7. Whenever possible, let students become involved in the demonstration or even perform it themselves.

"Buzz" - Group Discussion--Break down of a large group into smaller sub-groups for ever member participation. It may precede or follow a talk, a film, a sociodrama or a panel.

To organize:

1. tell the class briefly what the task is and how they share in it.
2. divide the class into sub-groups of four to seven people.
3. set a relatively short length of time for discussion of the topic.
4. have one of the students consolidate the findings and report them back to the class.
5. lead follow-up with a full class discussion of the report.
6. ask the class to evaluate its accomplishments.

Brainstorming--A variation of Buzz groups. A mental exercise producing workable solutions to problems with fresh, creative ideas.

To organize: Seat group around a U-shaped table so that they can see each other. If the group is large, break them up into smaller groups with a chairman for each group. Choose a recorder for each group.

The chairman should read the four important rules to the group before he restates the problem and rings the bell signaling the start:

1. No critical remarks are tolerated. If the bell rings while you're speaking, it means you're breaking this rule.
2. Hitchhiking is legitimate. If you can improve upon someone else's idea, or combine two or more fragments of ideas that others have offered, so much the better.
3. Free-wheeling is welcomed. The wilder the idea, the better; it's easier to tame them down than pump them up.
4. Quantity is wanted. The percentage of useable ideas that come out of the average brainstorming session is about six percent. Obviously, the more ideas, the more winners!

At the end of a pre-determined time limit or quota of ideas (which will vary according to the problem at hand), the second phase of brainstorming takes place--critical judgment.

Discussion is stopped and the group or groups are asked to examine all of their ideas, now applying their best critical judgment. They are asked to examine their "wild" ideas for a clue to something sound.

Instruct participants to report any ideas that occur within the next 24 hours.

The Round-Table Discussion--Four to six students representing different viewpoints of a subject in which they have a background or formulated opinion. The remaining class members can "listen in" on a fast-moving panel; follow-up questions from them are important. Must be well planned to be effective.

To organize: (1) seat the panel members in a semi-circle with a student leader in the center; (2) if necessary, have each student on the panel make a small foldover card showing his first name; (3) work with the panel in front of the entire class (perhaps in the preceding session) in organizing the content and emphasis of a series of short presentations; (4) during the panel, urge all students to think of and write down one or two provocative comments they would like to make; you may want to preplan several key questions and possible answers; (5) ask either the panel leader or someone from the class itself to lead the discussion that will inevitably ensue between the panelists and members of the class; (6) summarize important points.

Role-Playing--teaches the important skill of "putting yourself in someone else's shoes." It is often used in sales-training classes, courses in human relations, or any other activity where the emphasis is on learning more about the ways in which people relate to each other. May be used to handle situations which might otherwise be heavily charged with emotion or which class members might feel guilty or embarrassed to discuss. Two major types of sociodrama are actualization and role playing. Actualization is acting out a particular situation, with the actors being themselves in character throughout. Role playing has three types: (a) role reversal--the participant is given the role of a person with who he usually interacts; (b) character role acting--the participant becomes a specific character other than himself and acts within the situation as he thinks that particular person would act; and (c) position role playing--the participant, who is not given any facts about the character, fills them in as he interprets them.

To organize: (1) select a particular point of skill or attitude to illustrate; (2) describe the characters the participants are to play; (3) have the class select participants rather than by teacher-assignment; (4) give participants ten to fifteen minutes to prepare themselves for the presentation, meanwhile asking the class to choose one or two issues or problems to observe; (5) start and continue action until interest is at peak - this may vary from five to twenty minutes; (6) follow-up by providing opportunity for class members to ask questions of the participants and vice-versa.

Case Study--Presentation of a problem based on a specific situation. It is used to stimulate discussion of an intimate social relationship or decision making problems in an impersonal way.

To organize: Select a case study that includes several problems being considered by the class. Explain the problem clearly, completely, and in terms the group can understand. Outline the points to be considered in discussing the problem. Allow time to read the case study thoroughly. Form buzz groups to discuss problems and make suggestions for solving them. Draw conclusions carefully. Summarize discussion contributions and suggestions.

The Symposium--Consisting of two or more brief talks on different phases of the same topic, is usually followed by a discussion or question period. It introduces a wide variety of experience and knowledge of the subject. . . holds class interest and attention by the change of voices and breaking up of the time-span. Here are three different methods: (1) Select (or have the class select) two to four students and let them work out their own topic and viewpoints. (2) Divide the class into sub-groups for ten to fifteen minutes of discussion on a topic with which they're familiar, then have the three or four leaders present their viewpoints, with the class raising questions afterwards. (3) Have two to four give a talk, then have them act as a panel carrying on a discussion before drawing in the class.

Class Discussion--Discussion carried on whenever an entire group gathers as one unit. It may be the sharing of ideas following a small group discussion, a talk, a film, or a symposium. The first step in planning a discussion is the same as that for any other teaching method. Decide what your learning objectives are to be. What do you want the students to get out of the discussion? Once you have these objectives firmly established in your own mind, you can better plan the discussion and plan for the effective use of questions. Next, you gather your resource materials together and organize into your lesson plan.

Discussions are used for:

1. Reaching decisions or solving problems by expressing points of view, exploring facts or values behind opinions, and summarizing ideas, knowledges, or solutions.

2. Reinforcing ideas and concepts.

3. A question-and-answer "recitation" to determine if something has been learned.

Class Discussion (cont.)

To organize: Arrange chairs in a circle, square, or diamond facing each other. Plan several key or leading questions and think of possible answers; leader should have broad knowledge of topic. Plan an introduction or presentation to attract attention, challenge thinking, and break down any hesitation of group members to speak. Introduce problem in a stimulating manner. Leader guides discussion and keeps comments relevant to the problem or topic. Talk only enough to stimulate the group--an opposing idea might stimulate further thinking and contribution, but an opinion might stifle thinking. Summarize at end to stress important points and to help students organize ideas.

Debate--Two well-prepared adults or teams arguing for and against an issue. If done in an easy, relaxed manner, this can lead to an exceptional class session. Excellent for sharpening controversial issues. You need to plan in advance with students the presentation of subject matter and ways to utilize the emotion in their thoughts as part of a stimulant to learning. Follow with discussion.

Appendix A

STUDENT EVALUATION OF INSTRUCTION

DIRECTIONS: Circle the points on the scale that most accurately represent your opinions. Your fair and honest opinion is what really counts, as your instructor desires this rating for his/her own self-improvement.

KNOWLEDGE OF THE SUBJECT	Very well-informed	Well-informed	Limited background	Poorly informed
PRESENTATION	Stimulating	Adequate	Routine	Dull
COMMUNICATION WITH STUDENT	Clear and concise	Adequate	Ambiguous	No Comment
EXPLANATIONS AND EXAMPLES	Very clear	Clear	Confused	A total loss
ORGANIZATION OF COURSE	Well organized	Organized	Disorganized	Confusing
ASSIGNMENTS	Very clear	Clear	Indefinite	Very vague
EVALUATION TECHNIQUES	Relevant and fair	Adequate	Inappropriate	Irrelevant and not fair
INVOLVEMENT OF STUDENTS IN CLASS ACTIVITES	Complete student participation	Adequate	Fair	Teacher dominated
WORK REQUIRED FOR COURSES	Just right	More than necessary	Way too much	Not Adequate
VALUE OF WRITTEN MATERIALS	Great, relevant	All right, o.k.	Limited	Worthless
TEACHER ATTITUDE TOWARD COURSE	Enthusiastic	Positive	Indifferent	Negative
OUTSIDE ASSIGNMENTS (paper, project, etc.)	Very relevant	Irrelevant	Helpful	Busy-work

Please use reverse side for any comments or suggestions. Suggestions for things to comment on returning tests, discussing tests and papers, openness to questions, use of student input, respect for students, acceptance of students, class participation, your feelings about class.

Would you recommend this course to another person? ___yes ___no

Would you recommend this instructor to another person? ___yes ___no

Teacher_____
Date_____
Tape No._____
Supervisor_____
Title & Topic_____

CRITIQUE FORM
DEMONSTRATING A MANIPULATIVE SKILL

In helping the student learn an occupation, the teacher will be presenting new manipulative skills through a method of teaching known as the demonstration. If the teacher has given a good demonstration and the student has been a good observer and listener, the student should be ready to attempt to perform the manipulative skill safely and step-by-step.

How Well Accomplished

Did the Teacher in the Demonstration:	5 Excellent	4 Good	3 Average	2 Poor	1 Very Poor	0 Did Not Accomplish
1. Have all equipment, tools and materials ready for use?	☐	☐	☐	☐	☐	☐
2. Talk to the students and not to the tools or materials?	☐	☐	☐	☐	☐	☐
3. Present each step of the procedure, task, skill or operation in the proper sequence?	☐	☐	☐	☐	☐	☐
4. Briefly state what step is to be performed, how and why it is performed, then perform it?	☐	☐	☐	☐	☐	☐
5. Position himself and the students to that each step was easily seen (using visual aids to make clear any step that could not be clearly demonstrated)?	☐	☐	☐	☐	☐	☐
6. Present only one method of doing the operation giving only key points of information necessary to complete the task safely and efficiently? (Or did the teacher present two or more methods?)	☐	☐	☐	☐	☐	☐
7. Perform the manipulative skill with ease?						

Teacher's Name _____ / Number

Date _____ / Teach Session

Rater (Check one):

Teacher Educator __ Teacher __

Fellow Teacher __ Student __

Panel __

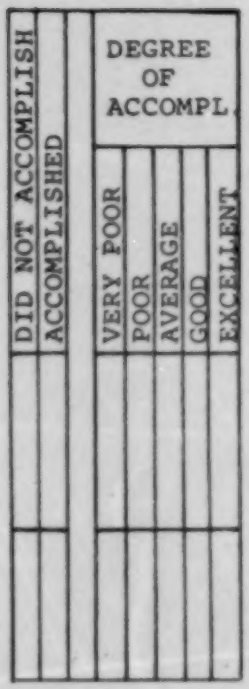
TEACHING PERFORMANCE RATING FORM

Teaching A Complete Lesson

Directions: The following items will be used to evaluate the lesson. If the teacher did not accomplish the item, mark "Did Not Accomplish." If the teacher did accomplish the item, mark "Accomplished" and then mark the column which describes how well the teacher "accomplished" the item.

	DID NOT ACCOMPLISH	ACCOMPLISHED	DEGREE OF ACCOMPL.				
			VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
Did the Teacher in the Lesson:							
1. Have and use necessary instructional materials that appealed to me and helped me gain a clear picture of what was being taught? (e.g., equipment, materials or audio-visual aids)							
2. Provide opportunity for my response and participation?							
3. Vary the pace and methods of presenting the lesson so that I understood and remained interested?							
4. React favorably toward my questions, answers, and comments, and avoid repeating what I said?							
5. Present the lesson so that I could easily follow and understand the lesson from start to finish?							
Did the Teacher in the Introduction:							
6. Link the lesson to my past knowledge or experience so that I could accept the objectives on my own terms?							

	DID NOT ACCOMPLISH	ACCOMPLISHED	DEGREE OF ACCOMPL.				
			VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
7. State exactly what the objective(s) is in terms of what I am expected to do, why the objective(s) is important to me, how I am to achieve the objectives and when I will know that I have achieved the objectives?							
8. Help me to acquire an interest in the lesson? (For example: Did you want to learn what was to be presented in the lesson?)							
Did the Teacher in the Presentation:							
9. Talk to me and not to the instructional materials? (Note: In some presentations, e.g., one where a teacher is manipulating materials or operating machinery, the teacher must direct his attention to these; but the teacher can also make the student feel that he is receiving direct attention.)							
10. Present each idea or step in the proper sequence, making each stand out?							
11. Present only one idea, or method of doing an operation, at a time? (Or did the teacher present two or more ideas, or methods of doing an operation, which confused you?)							
12. Present the information or skill with ease?							
13. Have me summarize the key points rather than doing it himself?							
14. Clarify any key points not clear to me?							



Did the Teacher in the Application:

15. Observe me practicing (mentally or physically applying) and provide encouragement, correction or additional information to guide me?

Did the Teacher in Testing: (Evaluation)

16. Provide an opportunity for me to show how well I had learned?

Comments: (What can the teacher do to improve the lesson?)

Form developed by the staff of the project, Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education, The Center for Vocational and Technical Education, The Ohio State University, and adapted for use by the Trade and Industrial Teacher Education Services Office, The Ohio State University, Columbus, Ohio.

Appendix B

LESSON PLANS

Lorayne Baldus

LESSON PLAN

Unit _____

Lesson _____

SUBJECT: Skill: Lesson Planning

OBJECTIVE (or purpose): Using background knowledge and material from their particular subject matter fields, students will:

1. Choose a topic for teaching
2. Write a behavioral objective
3. Select supporting content for a day's lesson
4. Organize the content into a logical sequence for teaching
5. Develop supporting teaching aids to clarify lesson material
6. Select appropriate teaching strategies (learning activities) for an optimum teaching-learning environment
7. Identify the appropriate information needed to evaluate the effectiveness of their teaching on student learning.

TEACHING AIDS:

Tools or Equipment: Overhead projector, chalkboard, 3 screens, slides and tapes, 3 carousel projectors, filmstrip projector, opaque projector, cassette recorder, video tape camera and monitor.

Materials: Blank transparencies, grease pencils, magazines, ruler, 4 x 5 sheets of paper.

REFERENCES: Correlated Instructional Booklet
Transparencies: "Planning and Organizing, Organizing Content, Lesson Plan, Practical Application"
Handouts: "Practical Application, Lesson Plan Format, Evaluation Sheets"

I. PREPARATION (of the learner) - Motivation - Introductory Statement -

A. Within all planning 5 aspects
   1. Content to be taught
   2. Objectives to be reached
   3. Techniques or methods to be used
   4. Devices to add clarity and change of pace
   5. Evaluation - Whether or not students have learned.

B. These five aspects are dependent upon:
   1. Philosophy - VTAE - School district - discipline - Individual
   2. Learner - Adult - characteristics - Motivation
   3. Needs - Society - Retraining - Upgrading skills
      * These are basic to everything that is taught.
      * Once you understand the philosophy - what the learner is like and what the needs are concerning your particular discipline you are ready to plan your lessons.

C. Presentation - Behavioral Objectives - Slide tape series - Gene Refior)

II. PRESENTATION (of the information) Instructors booklet - Planning and Organizing Lesson Content, p. 4, develop areas 2, 3 and 4.

Instructional Topics Content, Operations, Steps	Things to Remember to Do or Say Directions, Questions, etc. Learning Activities
Steps in organizing Content for a lesson: 1. Select a title or topic 2. State objectives: What should students be able to do at the end of the class period? 3. Choose the main ideas, content, or skills to be developed for full understanding. (Involve students in planning) by asking them what they expect from your course.) 4. Outline supporting content for logical progression of learning - a step-by-step procedure for clarity and understanding. 5. Plan a motivating introduction, one designed to capture the student's interest.	1. Pass handout "Planning and Organizing" to each student a. Divide into groups of 4 or 5. Very quickly decide on the three main topics. Which is to be taught first, second, third? b. Select the sub-topics corresponding to each of the main topics. c. Arrange the sub-topics in the order you would teach them. 2. Using strips of transparencies, ask different groups to report their order of sequence. What 3 main topics did you choose? What sub-groups where chosen for each topic? 3. As you can see, there is no one right way to organize for teaching. Each instructor must decide what is to be taught and what is the best sequence for teaching. The object is for students to clearly understand. 4. The next step is determining what the student should be able to do at the end of the class session.

III. Application (drills, supervision of tasks, illustrations, analogies, oral questions, or assignments) - Handout - Lesson Plan Format - Sample Lesson Plan

Using the lesson planning format provided, begin planning a lesson you would teach.

A. Out of the many topics you have chosen to teach, choose 1 concept - topic - subject - (Whatever you choose to call it) to teach a lesson.
B. Why did you decide to teach this? Is it important? It is something everyone in your class needs to learn or would want to learn?
C. As a result of the time spent in class, what should your students be able to do - say - write - think or produce? This is your objective.
D. Taking your broad idea to teach - what sub-ideas or sub-topics will you have to teach in order for your students to be able to do - say - act - produce, etc.?
E. How will you organize this for teaching? What should be taught first, second, third, last. We call this sequencing.

F. How will you teach this? What will be the best and easiest way for students to learn this material? What methods will you use?
G. What kinds of visual aid materials will you need for examples, making ideas clearer, reinforcing materials?
H. How will you know students have learned what was taught?

This is the basic framework of your lesson
Ask yourself:
How can I restructure this for better learning?
What kinds of preparation must I make?
Visuals?
Handouts?
Gathering of materials?
Rearrangement of furniture, chairs?
Direction to be given?
How can I involve the student?

IV. TEST (final check on students' comprehension of material presented and/or skill performance)

Individual consultation and critiques.

Suggested Reading for Student:

The Next Lesson Is:

Orville Nelson

Call Staff
Evaluation Presentation

I. Introduction
   A. Testing and Evaluation are not the same thing
      1. What comes to mind when you hear "evaluation"?
      2. Testing is a form of data gathering
      3. Evaluation involves judgements based on data

Overhead Transparency

   B. Two purposes of evaluation
      1. Assess progress of students toward their learning objectives
      2. Determine the effectiveness of teaching

Overhead Transparency

   C. Strategy for evaluation
      1. Provide information to students on their progress (Include them in the evaluation process.)
      2. Provide information so students can improve their performance - diagnostic evaluation
      3. Give students information on their progress frequently and as near to performance as possible.
      4. Avoid grading based on performance in relation to the class. (Use criterion referenced.)
      5. Obtain feedback (information) on effectiveness of teaching by observing reactions to class activities and quality of work.
      6. Collect your evaluation data through class activities, assignments, etc. Example: Students do an exercise in double entry bookkeeping, decorate a cake, etc.
      7. Test when appropriate.

II. Assessing Student Learning
   A. What type of evaluation do you like?

Overhead Transparency-Eval. Tech.

      1. Discuss items on response form, "Evaluation techniques." (See next page)
      2. Come to conclusion that evaluation should provide each individual with information on his progress.

Evaluation Techniques

Directions: Imagine that you are a student in one of the courses you teach or will teach for a vocational-technical school. Then, respond to each of the following evaluation techniques. Circle your response.

Technique	Response	
1. Study four hours for a final test.	dislike	like
2. Be graded on an A, B, C, D or F basis.	dislike	like
3. Have grades or progress posted by name	dislike	like
4. Take a test each class session	dislike	like
5. Have class projects or assignments (if class includes these) graded on an A, B, C, D or F basis. . .	dislike	like
6. Be told that you are doing lousy work.	dislike	like
7. Be graded on the basis of how well I do in comparison with my classmates.	dislike	like
8. Be personally informed of how well I am doing.	dislike	like
9. Receive information which will help me improve my work.	dislike	like
10. Quickly receive information on my work	dislike	like
11. Receive assistance in solving problems encountered in the class activities.	dislike	like
12. Receive information on my work so that I can judge my progress toward my goals.	dislike	like
13. Be complimented when I am doing a good job	dislike	like

Overhead Transparency Objectives

B. Behavioral objectives are the starting point - what, conditions, criteria.

Overhead Transparency

C. Develop learning activities which provide on-going data on student learning. Relate to prior workshop activities.
   1. Discussion - cognitive knowledges and attitudes
   2. Projects - manipulative skills and application of knowledge
   3. Work assignments - application
   4. Simulations - application
   5. Role Playing - application
   6. Class questions - knowledge and understanding

D. Use evaluation techniques to gather information from these activities
   1. Observation of performance and actions
   2. Review products of learning - examples, typing, welds, cake
   3. Analyze problems students encounter

E. Technique - You need something to guide your observations and product reviews - formal or informal rating scale.
   1. Steps in developing

Overhead Transparency Objective

      a. Review objectives
      b. Identify the information needed to determine whether objectives have been attained
      c. Discuss types of information to obtain on the sewing objective

Overhead Transparency Dble Knit Objective Rating Scale

      d. Review rating scale (See next page)
         (1) Source of characteristics (note relation to objective
         (2) Rating - level of performance
         (3) Note how a similar procedure could be used for grading themes, projects, typing, shorthand, etc.
      e. Identify information needed for other objectives

Board

Obj.	Information	Eval. Tech.

      f. List characteristics to check (see rating chart below)

DOUBLE KNIT OBJECTIVE

Characteristic	Rating	
1. Correct stitch used	No	Yes
2. Correct thread used	No	Yes
3. Ribbing covers an even width	No	Yes
4. Ribbing and fabric compatible	No	Yes
5. Stitching even	No	Yes
6. Stitched on seamline	No	Yes
7. Fabrics cut and applied on grain	No	Yes
8. No pulling or bunching (ribbing evenly spaced)	No	Yes
9. Appearance acceptable	No	Yes
10. Stitching is secure	No	Yes

Comments:

2. Using evaluation data
   a. Discuss results with each individual
   b. Use a positive approach
      (1) "You have made a good start _____"
      (2) "Good", etc.
   c. Give feedback as soon as possible.
   d. Analyze results to determine the need for review and changes in instructional emphasis
   e. When possible have the student evaluate his performance.

Peanuts Slide Series #24 in tray is #1 "Lucy"

F. Remember that many factors influence performance.
   1. Discuss Peanut's slides - comment on factors #32 - Note pressure on the teacher - (after coat hanger)
   2. Take student abilities, interests, learning resources, etc. into consideration

III. Assessing the effectiveness of teaching

A. What are the characteristics of good teaching? Develop list -
   1. Refer to Appendix A in handout

Overhead Transparency

   2. Note short feedback form
   3. Note brainstorming session

B. Have participants fill out feedback form on workshop

Slides

C. Discuss observational data - in process data. Have participants identify the problem in each slide.

Behavioral Objectives Lesson Plan - Gene Refior

A. Introduce Slide-Tape Series - Instructional Objectives - A Means to an End

Instructional Objectives - A Means to an End -
Clifford Zenor (WBVTAE) - Madison, Wisconsin

Proper preparation of instructional objectives before beginning a teaching unit is highly necessary if the desired outcomes are to be reached.

Development of correctly written instructional objectives will help the teacher answer the following questions:

What should I teach?
How will I know when it has been taught?
What materials and methods should I use?

Failure to determine proper instructional objectives before preparing an instructional unit results in undefined goals. The teacher has selected a course of action without really knowing where he is going. It is important to be able to clearly state your goal if consistent course direction is to be maintained.

To develop a properly constructed teaching unit, four major activities are necessary:

--Decide upon the objectives to be reached at the end of the program.
--Select course content and methods that are relevant to the desired objectives.
--Measure student performance according to original objectives.

Too often the course curriculum is determined by selecting content and developing tests without any regard for instructional outcomes. This is putting the cart before the horse. The teacher has an idea of where he has been but is not sure of where he is going, if indeed, he is going anywhere.

Properly defined objectives will enable the instructor to select the proper materials necessary to achieve his goals. The instructor cannot do his job until he has developed an adequate teaching method and he cannot develop the method until he knows exactly what his goals are.

To select the tools you must first know what you are going to build. Correct objectives selected before hand result in the preparation of tests which will measure student performance in terms of the original goals which were stated at the beginning of the teaching unit.

An objective describes what a learner will be able to do at the end of a course. It should not be confused with either pre-requisites or course descriptions.

Pre-requisites describe what the learner must accomplish to be able to enter a given course. While a course description tells what the course is about.

A meaningful objective is one that will communicate to others exactly what you have in mind. If others cannot determine exactly what you want from the objective, it should be revised until an adequate level of communication is achieved.

Having your goals well in mind and written down before a teaching unit begins will help avoid meaningless sidetracks. The instructor is not so concerned about what to do next because his basic plan was developed far ahead of time. The student is helped because he knows what is coming next, what he will be doing and what is demanded of him. If the objective is poorly stated it may not convey exactly what you have in mind. Such vagueness can lead to misunderstanding and misinterpretation by both instructor and student.

Be wary of words which have a wide range of interpretation. Your objective should describe exactly what kind of behavior the learner will be able to exhibit at the end of the instructional unit. For example, how do we know what the student is expected to do when he exhibits an "understanding" of a concept?

Other words give a clearer picture of what the learner will actually be doing when he or she is capable of meeting the desired objectives.

To properly write an instructional objective, break it down into the three parts; behavior, conditions, and criteria.

These three items should be included in every instructional objective. In many cases it may be necessary to write several statements to clarify your intended instructional outcome. Every statement need not contain the three major parts; however, when all the statements are pulled together, you should be able to discern the three explicit areas.

The most important part of any instructional objective is the behavior because it states what the learner must be able to do in proving his mastery of the objective. "Fry a hamburger" tells the student precisely what he must do.

If the objective is not specific enough, the student is not completely sure what is expected of him under the circumstances.

Specifying conditions under which learning is to occur is the second part of an objective. Many times it will be necessary to elaborate on the conditions which a learner will be subjected to when meeting

the instructional objective. For example, the way this objective is stated could raise questions in the learners mind. Should she

Write a description?
Draw a diagram?
Give an oral explanation?
Can she use her notes?

A better way to state the same objective would be to specify the conditions under which the behavior is expected to occur.

Your stated objective should always include what the learner will be provided with, what will be denied, and under what conditions the response will occur. Remember, it is perfectly all right to use several individual statements to make up a single objective. The important thing is that it communicates perfectly what you want others to do in order to meet class requirements.

The third part of an objective is the criteria, something which can be used to measure adequate performance. This will help avoid confusions by giving a clearly defined basis on which to grade the student. Both instructor and student will know beforehand how acceptable performance is going to be determined. A better way to state the objective on this slide would be as follows.

In this objective the criteria required for adequate performance are clearly stated.

In brief, then, an objective is nothing more than a precise statement of what the student will be doing when he meets the objective, under what conditions he will be doing it, and how well he must do it.

Once objectives for a course are written in this precise way, they can be used by the teacher to help him select course content, identify media and methods, and produce evaluation instruments.

They are also helpful to the student. By supplying a copy of your objectives to the student, he will know exactly what you expect of him.

B. The tape brought out three things that objectives help the teacher decide.

1. What should be taught - without objectives our goals are undefined - why taught.

2. How to tell when it has been taught - without objectives the teacher will not know where he is going.

3. What materials and methods should be used.

C. Four activities necessary to develop a teaching unit.

1. Decide upon the objectives to be reached at the end of the program - instructional outcomes.

2. Select course content and methods that are relevant to the desired objectives - materials necessary to achieve goals.

3. Measure student performance according to original objectives.

D. With objectives, the teacher will know where he is going next.

E. The student is helped because he knows what is coming next, what he will be doing and what is demanded of him.

F. Three parts to an objective.

1. Behavior - states what the learner must do in proving his mastery of the objective.

2. Conditions - states under what conditions will student be working or learning.

4. Criteria - something which can be used to measure adequate performance.

G. Show Transparency of Objective.

After observing class demonstrations, the student will demonstrate ability to sketch in proportion by completing practice assignments with 80% accuracy.

I. QUESTIONING - Small Group Session - Gene Refior

A. Purposes of Questioning

1. Adds to the Effectiveness of Teaching.

a. Pure lecture is not very effective for the vast majority of teaching situations.

b. On the other hand, simply turning things over to the students to decide exactly what is to be learned and how they proceed is not acceptable to most educators.

c. If we, as teachers, involve our students with questions that lead to class discussion, we should be on the road to more effective student learning.

2. Questions Set the Mind to Working.

B. Kinds of Questions

Show Overhead Transparency
(Underlined portions)

1. Four of the Most Useful Types.

a. Factual - Specific data desired in the response.

What is the squre root of 144?

b. Leading - Direction students to information they know but are not using.

We know that direct current only moves in one direction; what do we know about alternating current?

c. Controversial - More than one correct answer.

Are good teachers born or made?

d. Problem Solving - Situation requiring analytical thinking and application of knowledge.

What are the effects of going to daylight saving time year-round?

C. Wording Questions

1. Many Questions Could be Improved by Simply Choosing the Wording more Carefully

Hold up Lighter

EXAMPLE: "Can someone tell me what this item is?"

ASK: What was wrong with that wording?

a. Could be answered with a "yes" or "No"

b. The word "can" means "is one able to" which is not a positive approach.

Usually the student has some knowledge of the subject, so they should have an answer.

c. "Someone" is not in the class.

The words "someone", "somebody", "anyone", and "anybody" should be avoided.

d. "Tell me" - Why should the students tell you? You should know. The request is really to tell the rest of the class.

ASK: How could this question be rephrased?

e. "What is this item?"

2. Ambiguous Questions are Also Poorly Worded Questions that Have Two or More Meanings.

EXAMPLE: "Is it necessary to check out audiovisual equipment before using it?"

a. The words "check out" could have several meanings.

(1) To one person it may mean to sign out from an AV center and to another it may mean to test or try the equipment before using it.

D. Procedure for Asking Questions

Show Transparency

Five-Step Method

a. State the Question - Do not direct it toward a particular person.

b. Pause - Gives time for the class to think of the correct answer. The length of the pause is a variable based upon the type of question and the familiarity the class has with the material.

c. Call on one person - This requires all students to be attentive at least until one person is singled out.

d. Listen to the student's answer.

e. Emphasize correct answer.

E. Response Techniques

1. The response techniques that you use when your students have answered a question or for that matter have made a comment. Plays a big role in their future willingness to respond.

Show Overhead Transparency (Underlined portions)

2. Suggestions for Verbal Response.

a. Don't belittle the student - Whether his answer is right, wrong, or way off the subject.

b. Try to answer positively - Right, very good, fine, yes.

c. When you must respond negatively, use tact - We're moving in the right direction, that's not quite what I'm looking for, you're on the right tract, that is close, keep going.

d. Re-Direct student questions asked of you to stimulate discussion.

e. Don't answer your own questions - When students don't respond right away--Wait.

3. Non-Verbal Techniques.

Smiling, nodding, waving encouragement.

If you have a complex question or a problem to solve and want to involve the entire class in the discussion, you might try the Brainstorming technique.

II. BRAINSTORMING

A. What is Brainstorming

A creative problem solving technique that is used for producing workable solutions to problems or questions.

B. When to Use

Group Activity - Concepts which require creative thought or value judgment - In situations where there is no single right answer.

C. How to Use

1. Tell the class briefly what is planned and how it will be carried out.

2. Want to develop the question "What are the qualities of a good teacher?"

3. State the rules

   a. Quantity is wanted. The more ideas that are generated, the more good ones you will have.

   b. Free-wheeling is welcomed. Want any idea that comes to mind.

   c. Hitchhiking is legitimate - If you can improve another idea, so much the better - Maybe you can combine two or more ideas.

   d. No critical remarks are permitted - At this time any idea is wanted - The purpose is to get many ideas-not to refine them.

   e. If time is a factor, set a limit.

4. At the end of the time period, have a summary of ideas.

5. Conduct session.

6. Summarize ideas.

Show Overhead Transparency (Underlined portions)

D. Advantages

1. Promotes creative thinking on the part of the class.

2. Provides variety.

3. Creates excitement.

4. Stimulates enthusiasm in classwork.

E. Disadvantages

1. May need a long period of time.

2. More conservative students may hesitate to participate.

III. SUMMARY

Learning involves the interacting between learner and learner; learner and you, the teacher; and learner and experiences. The student must be given the opportunity to voice his opinions on the lesson of the day. Thinking must not be a silent process, so thoughts must be extracted from students in forms of various kinds of oral responses.

This is where you play the commanding role as the leader of a class discussion. The key is in the technique you use. Be it questioning or brainstorming or some other method. Through proper techniques, a teacher can present material to the student so that they comprehend more quickly and retain it longer.

INSTRUCTIONAL MEDIA
IN SERVICE WORKSHOP FOR CALL STAFF
Jerry Ingram

GOAL

Throughout the sixteen VTAE districts in the State of Wisconsin are many Call Staff instructors. Call Staff instructors are individuals who teach various vocational and adult education courses who possess expertise in their particular field but have not had formal instruction in education.

The purpose of this workshop is to give these people basic information on how to organize, teach, and evaluate a lesson. One area covered in the workshop is the utilization of instructional media. The workshop participants are exposed to and allowed to prepare some of the basic instructional aids.

The goal is to show the participants what is available in terms of some of the basic audiovisual equipment and aids that are easy to use, easy to make, can be made quickly, and that are effective.

CONTENT OUTLINE

I. Introduction

- A. Goals and objectives.
- B. Using teaching aids.
- C. Characteristics of a good audiovisual aid.

II. Chalkboard

- A. Using drawings on the chalkboard.
- B. Advantages of chalkboards.
- C. Techniques for using chalkboards.
    1. Chalkboard templates
    2. Pattern drawing
    3. Projection drawing
    4. Pantograph
- D. Preparing and using non-erasable chalk.

III. Opaque Projection

- A. Advantages of opaque projection
- B. Opaque projection techniques
- C. Disadvantages of opaque projection

IV. Overhead Projection and Transparencies

- A. Advantages of overhead projection
- B. Advantages of transparencies

C. Transparency components
D. Overlays
E. Disclosure masks
F. Handmade transparencies
G. Thermographic process

1. Spirit duplicating masters
2. Copy of original
3. Mimeograph duplicating masters

H. Color lift transparencies
I. Diazo transparencies

V. Filmstrips and Transparent Slides

A. Advantages of slides
B. Techniques for using slides
C. Advantages of filmstrips
D. Techniques for using filmstrips
E. Using the Kodak Ektagraphic Visualmaker

VI. Television

A. Advantages of television
B. Disadvantages of television
C. Uses of television in the classroom
D. Sample lesson format

VII. Free and Inexpensive Materials

Beverly A. Maasch

OUTLINE OF PRESENTATION FOR CALL-STAFF WORKSHOPS

I. DEMONSTRATION

A. "TELLING IS NOT TEACHING" — WRITE ON BOARD
   1. VERBAL DIRECTIONS MAY BE VAGUE, AMBIGUOUS, OR CONFUSING
   2. THE MORE SENSES INVOLVED IN THE LEARNING PROCESS, THE GREATER THE AMOUNT OF LEARNING TRANSMITTED AND RETAINED
   3. THE GREATER THE AMOUNT OF STUDENT PARTICIPATION, THE GREATER THE AMOUNT OF LEARNING WHICH TAKES PLACE

B. VERBAL DIRECTIONS ARE PARTICULARLY INSUFFICIENT FOR TRANSMITTING OF SKILLS: — DISTRIBUTE PAPER 5"x8"
   1. ROLL PAPER INTO THIRDS, AS FOR A LETTER — GIVE VERBAL DIRECTIONS FOR COMPLETING THE SIGN-WRITERS CUP
   2. ROLL PAPER INTO THIRDS IN THE OTHER DIRECTION
   3. OPEN THE PAPER
   4. AT EACH CORNER, BRING THE CREASES TOGETHER AND CREASE THE DIAGONAL LINE.
   5. BRING UP THE TWO LONG SIDES, BRING UP THE THIRD SIDE, AND FOLD THE FLAP DOWN.
   6. BRING UP THE FOURTH SIDE AND FOLD THE FLAP DOWN.

C. TRANSMISSION OF SKILLS BY VERBAL DIRECTIONS MAY RESULT IN: — SHOW EXAMPLES OF COMPLETED CUP ASK: WHAT FEELINGS DID YOU EXPERIENCE DURING THIS EXERCISE?
   1. INABILITY TO COMPLETE THE SKILL SUCCESSFULLY
   2. FRUSTRATION ON THE PART OF THE STUDENT
   3. NEGATIVE FEELINGS TOWARD THE INSTRUCTOR OR THE LEARNING SITUATION

D. THE FOLLOWING POINTS MAY ALSO CONTRIBUTE TO AN UNSUCCESSFUL DEMONSTRATION LESSON:

1. DIRECTIONS VAGUE/DIFFICULT TO FOLLOW
2. NO OPPORTUNITY PROVIDED FOR QUESTIONS
3. DIRECTIONS GIVEN TOO RAPIDLY; INSUFFICIENT TIME TO COMPLETE EACH STEP OF THE PROCESS

ASK: WHAT WAS WRONG WITH THE DEMONSTRATION JUST PRESENTED?

E. A SUCCESSFUL DEMONSTRATION CAN BE PERFORMED BY INCORPORATING SHOWING AS WELL AS TELLING

REPEAT THE PRECEDING DEMONSTRATION, USING VISUAL AND VERBAL DIRECTIONS

F. THE FOLLOWING PRINCIPLES, INHERENT IN THE LATTER DEMONSTRATION, WILL IMPROVE THE TEACHABILITY OF THE DEMONSTRATION TECHNIQUE:

1. DIRECTIONS ARE SEEN, HEARD AND EXPERIENCED BY EACH STUDENT
2. STUDENTS ABLE TO ASK QUESTIONS DURING AS WELL AS AFTER THE DEMONSTRATION
3. SUFFICIENT TIME ALLOWED FOR EACH STUDENT TO COMPLETE EACH STEP OF THE PROCESS

ASK: WHAT DIFFERENCES WERE NOTICEABLE BETWEEN THE FIRST AND SECOND DEMONSTRATIONS?

G. WHEN THE ABOVE PRINCIPLES OF DEMONSTRATION ARE ADHERED TO, MORE STUDENTS WILL EXPERIENCE SUCCESS AND THEREBY A MORE POSITIVE ATTITUDE TOWARD THE LEARNING SITUATION

ASK: WHAT FEELINGS DID YOU EXPERIENCE DURING THE LATTER DEMONSTRATION

(SUCCESS, DIRECTIONS EASIER TO GRASP, POSITIVE LEARNING EXPERIENCE)

H. THE DEMONSTRATION IS A USEFUL TEACHING TECHNIQUE IN MANY SUBJECT AREAS. THE FOLLOWING TIPS PROVIDE A SET OF GUIDELINES FOR SUCCESSFUL USE:

1. INCORPORATE A SINGLE IDEA, CONCEPT, OR PROCESS
2. PLAN AHEAD
3. EXPLAIN THE WHAT, HOW, AND WHY OF EACH STEP

SHOW TRANSPARENCY

4. ALLOW TIME FOR QUESTIONS DURING AND AFTER THE DEMONSTRATION
5. FOLLOW UP WITH A SUMMARY OF KEY POINTS

II. ROLE-PLAYING

A. ROLE PLAY IS AN IMPROMPTU DRAMATIZATION OF A SITUATION TO BETTER UNDERSTAND FEELINGS AND IDEAS INVOLVED

ASK: WHAT IS ROLE-PLAY?

B. BY PARTICIPATING IN A SIMPLE ROLE-PLAY SITUATION, WE CAN EXPERIENCE THE TECHNIQUE AS WELL AS DERIVE SOME IMPLICATIONS FOR THE TEACHING PROCESS.

ASK FOR 3 VOLUNTEERS TO PARTICIPATE IN ROLE-PLAY OF A CLASSROOM SITUATION

GIVE BACKGROUND INFORMATION CARD TO PARTICIPANTS

ROLE-PLAY:

SHOW TRANSPARENCY OF BACKGROUND INFORMATION AND DISCUSSION QUESTIONS TO AUDIENCE

THE FOLLOWING EXERCISES ARE RATHER "IMPROMPTU" DRAMAS OF SOME TYPICAL CLASSROOM SITUATIONS. EACH EXERCISE HAS A SLIGHTLY DIFFERENT APPROACH. A BRIEF DISCUSSION WILL FOLLOW THE FIRST DRAMA, FOLLOWED BY THE SECOND DRAMA AND A FINAL, OVERALL DISCUSSION. THE SETTING FOR EACH IS DESCRIBED BELOW. YOU WILL HAVE 3-5 MINUTES FOR EACH DRAMA, SO BE BRIEF!

PARTICIPANTS ROLE-PLAY A SITUATION IN A CLASSROOM WITH UNPLEASANT ATMOSPHERE

DRAMA I:

SETTING: ADULT EDUCATION CLASSROOM
PARTICIPANTS: INSTRUCTOR, TWO STUDENTS
SITUATION: STUDENTS ARE SEATED IN THE CLASSROOM AS THE INSTRUCTOR IS TEACHING THE CLASS. INSTRUCTOR DISPLAYS A DISINTERESTED, UNENTHUSIASTIC MANNER, IS CRITICAL OF STUDENTS, SHOWS FAVORITISM BY IGNORING QUESTIONS OR PERSISTENTLY CALLING UPON ONE STUDENT, AND GENERALLY CREATES AN UNCOMFORTABLE ATMOSPHERE IN THE CLASSROOM.

DRAMA II:

SETTING: SAME AS ABOVE
PARTICIPANTS: SAME AS ABOVE
SITUATION: INSTRUCTOR IS AGAIN TEACHING THE CLASS; HOWEVER, HE DISPLAYS A WARM, FRIENDLY MANNER TOWARD STUDENTS, WELCOMES QUESTIONS, AND IS FAIR AND DEMOCRATIC. IN GENERAL, THE MOOD CREATED IN THIS DRAMA IS THE DIRECT OPPOSITE OF THAT IN DRAMA I.

C. THE FOLLOWING CIRCUMSTANCES CAN CREATE AN UNCOMFORTABLE SETTING IN THE CLASSROOM:
   1. UNDERMINING OR RIDICULING STUDENTS
   2. FAVORITISM OR OTHER UNDEMOCRATIC ACTIONS ON THE PART OF THE INSTRUCTOR
   3. LACK OF INTEREST/ENTHUSIASM FOR TEACHING OR SUBJECT
   4. IMPATIENCE WITH QUESTIONS, ETC.

ASK: WHAT WAS WRONG OR OBJECTIONABLE IN THIS CLASSROOM

PARTICIPANTS ROLE-PLAY A SIMILAR CLASSROOM SITUATION WITH A PLEASANT, POSITIVE ATMOSPHERE

D. THE FOLLOWING CIRCUMSTANCES CAN CREATE A PLEASANT, MORE POSITIVE CLIMATE IN THE CLASSROOM:
   1. INSTRUCTOR INTERESTED/ENTHUSED ABOUT CLASS
   2. PERSONAL INTEREST TAKEN IN EACH STUDENT
   3. FAIRNESS TO ALL STUDENTS
   4. PATIENCE AND TOLERANCE TOWARD STUDENTS

ASK: WHAT OBSERVATIONS CAN BE MADE CONCERNING THIS INSTRUCTOR/CLASSROOM?

E. AS TEACHERS, IT IS IMPORTANT THAT WE MAKE EVERY ATTEMPT TO CREATE A WARM, DEMOCRATIC ATMOSPHERE IN THE CLASSROOM; ONE WHICH WILL PROMPT STUDENTS TO LEARN AND RESPOND IN A POSITIVE MANNER

ASK: WHAT IMPLICATIONS CONCERNING THE TEACHING PROCESS CAN BE DRAWN FROM THESE ROLE-PLAY SITUATIONS?

F. WHILE NOT AS COMMON AS THE DEMONSTRATION, ROLE-PLAY IS NEVERTHELESS USEFUL IN A NUMBER OF SUBJECT-MATTER AREAS

ASK: CAN ANYONE DESCRIBE A SITUATION IN AN AREA WHERE ROLE-PLAY MAY BE USEFUL?

(NURSE-PATIENT RELATIONS, EMPLOYER-EMPLOYEE RELATIONS, ETC.)

G. THE FOLLOWING SUGGESTIONS WILL AID IN PLANNING FOR A SUCCESSFUL ROLE-PLAY EXPERIENCE:

SHOW TRANSPARENCY

1. "IMPROMPTU DRAMATIZATION OF A SITUATION TO BETTER UNDERSTAND FEELINGS/IDEAS INVOLVED" (RECALL THE DEFINITION)
2. MAKE SURE PARTICIPANTS AND AUDIENCE COMPLETELY UNDERSTAND THE SETTING
3. CLUE THE AUDIENCE AS TO KEY IDEAS TO WATCH FOR
4. WATCH THE TIME!
5. FOLLOW UP WITH DISCUSSION

CONCLUSION: THE PRECEDING ARE MERELY A FEW OF THE MANY TECHNIQUES ONE MIGHT INCORPORATE INTO DAILY LESSONS, ETC. A VARIETY OF TECHNIQUES PROVIDES INTEREST AS WELL AS MAKING THE LEARNING PROCESS MORE FAVORABLE FOR THE STUDENT.

Appendix C

CORRESPONDENCE

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

November 7, 1973

Mr. Eugene Lehrmann, Director
Wisconsin Board of Vocational, Technical
and Adult Education
Hill Farms State Office Building (7th Floor)
4802 Sheboygan Avenue
Madison, Wisconsin 53702

Dear Mr. Lehrmann:

In May, 1973, the State Board of Vocational, Technical and Adult Education approved a project titled, "Sub-Project #1 of Wisconsin 553, Part F, EPDA - Improve Instructional Capabilities of Part-Time Vocational Education Call-Staff." The project staff of the Center for Vocational, Technical and Adult Education of the University of Wisconsin-Stout has planned a tentative model for implementing in-service workshops designed to improve call-staff teaching skills. This model was approved by the Field Services Association at Wisconsin Dells, October 25. We have worked closely with the Education sub-committee of the Field Services Administrators' Association to produce usable practical workshops.

Enclosed is a sample letter that might be sent to all District Administrators and Field Service Administrators, outlining the background surveys, results of the surveys and tentative plans for workshops. If the plans and letter have your approval, we would appreciate your help in recommending that all districts participate to make these workshops a success. The finalizing of plans will be accomplished through correspondence between district administrators and project staff of the University of Wisconsin-Stout.

Thank you for your assistance.

Sincerely yours,

Mrs. A. Lorayne Baldus
Project Director

Dr. Harold Halfin
Director, Center for
Vocational, Technical
and Adult Education

Dr. Orville Nelson
Research Specialist,
Center for Vocational,
Technical and Adult
Education

LB/HH/ON:po
Enclosure

C-1

Wisconsin Board of Vocational,
Technical and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53702

COMMUNICATION BULLETIN 74-33

Sub-Project #1 of Wisconsin 553, Part F, EPDA -
Improve Instructional Capabilities of Part-Time
Vocational Education Call-Staff

November 20, 1973

To the District Directors
Wisconsin Vocational, Technical
and Adult Education

Dear Colleague:

The Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout has been awarded a grant, Sub-project #1, Wisconsin 553, Part F, EPDA for the purpose of improving the teaching skills of part-time vocational education call-staff. As outlined in this proposal, surveys were made of call-staff instructors and field service supervisors to identify needs as related to organizing, conducting, and evaluating a class. The results of these studies indicated that a large percentage of the Vocational, Technical and Adult Education call-staff teachers have little specific training for the job of teaching adults and need in-service training. The call-staff instructors indicated the most interest in the following areas: Communication with students, Techniques of increasing student involvement, Guiding group activities, Ways to evaluate teaching performance, and Use of student feedback. The supervisors indicated call-staff instructors had a great need for principles of planning and organizing the sequence of classroom instruction.

On the basis of these surveys, five, one day workshops have been planned for January and February at the following locations:

Stout - January 12
Wausau - January 19
Appleton - January 26
Waukesha - February 2
Madison - February 9

These will be conducted by the staff of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. They have worked closely with the Field Services Administrators' Association and presented a rationale and tentative model for their approval at the October 25th meeting in Wisconsin Dells. All plans have received their approval. A tentative model of the proposed workshop is enclosed for your information.

To ensure a successful workshop, Field Service Supervisors should identify the call-staff teachers who will participate. It is planned that approximately fifty call-staff will attend each seminar, representing all disciplines and selected equally from all districts. The Field Service directors will soon be

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receiving more information on final plans from the project staff at University of Wisconsin-Stout. It is highly recommended that all districts participate in making this in-service seminar a worthwhile project.

If you have any questions, please contact:

Mrs. A. Lorayne Baldus
Project Director
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Sincerely,

Eugene Lehrmann

Eugene Lehrmann
State Director

EL/db/pl

cc: Field Service Administrators

To District Administrators and Field Services Administrators

Dear Colleague:

The Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout has been awarded a grant, Sub-project #1, Wisconsin 553, Part F, EPDA for the purpose of improving the teaching skills of part-time vocational education call-staff. As outlined in this proposal, surveys were made of call-staff instructors and field service supervisors to identify needs as related to organizing, conducting, and evaluating a class. The results of these studies indicated that a large percentage of the Vocational, Technical and Adult Education call-staff teachers have little specific training for the job of teaching adults and need in-service training. The call-staff instructors indicated the most interest in the following areas: Communication with students, Techniques of increasing student involvement, Guiding group activities, Ways to evaluate teaching performance, and Use of student feedback. The supervisors indicated call-staff instructors had a great need for principles of planning and organizing the sequence of classroom instruction.

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If you have any questions, please contact:

Mrs. A. Lorayne Baldus
Project Director
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

October 30, 1973

name
title
school
address
city, state zip

Dear name:

A project to improve instructional capabilities of part-time vocational education call-staff was approved May, 1973, by the State Board of Vocational, Technical and Adult Education. As outlined by the proposal, surveys were made of call-staff instructors and field service supervisors to identify needs as related to organizing, conducting, and evaluating a class. The results of these studies indicated that a large percentage of the Vocational, Technical and Adult Education call-staff teachers have little specific training for the job of teaching adults and need in-service training. The call-staff instructors indicated the most interest in the following areas: Communication with students, Techniques of increasing student involvement, Guiding group activities, Ways to evaluate teaching performance, and Use of student feedback. The supervisors indicated call-staff instructors had a great need for principles of planning and organizing the sequencing of class instruction.

On the basis of these surveys, five, one day workshops have been planned for January and February. These will be conducted by the staff of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. We have worked closely with the Field Services Administrators' Association and presented a rationale and tentative model for their approval at the October 25th meeting in Wisconsin Dells. All plans have received their approval. A tentative model of the proposed workshop is enclosed for your information.

We would like permission to hold one of the workshops at your Center. The date we have chosen for the area surrounding the is - with "snow dates" of February 16 or February 23. We expect approximately fifty call-staff to attend each seminar, representing all disciplines and selected by the field services supervisors from adjacent districts.

The responsibilities of the host districts would be to make food arrangements, have audio-visual equipment available for class use, and provide facilities for a class of fifty to sixty students with smaller, adjacent rooms available for small group work.

The proposed budget provides for funds to reimburse call-staff for food and travel. However, we do not have sufficient funds to reimburse districts for the use of facilities or the services given by individual staff members of your district, such as the setting up of audio-visual equipment or help in using it.

Upon receiving your permission to hold these seminars in your district, we will contact all the field services supervisors, outlining procedures for selection of call-staff, payment for expenses incurred, and dissemination of written materials.

Thank you for your cooperation.

Sincerely yours,

Mrs. A. Lorayne Baldus
Project Director

LB:po
Enclosure

cc: name
Field Services Supervisor

UNIVERSITY OF WISCONSIN-STOUT
MENOMONIE, WISCONSIN
54751

April 23, 1974

Dear Colleague,

Two months have passed since our workshop on the skills involved in teaching. By now, most of you will be completing your teaching and will have had an opportunity to apply many of the ideas presented in the workshop. Because the improvement of future workshops depends upon feedback from participants, we would appreciate your filling out the attached questionnaire. We are interested in the amount of help you received from attending the workshop and using the instructional materials provided in the booklet and additional materials given out during the workshop.

The attached evaluation form is divided into four parts. Please complete each portion according to the directions given and return by May 6, 1974.

We enjoyed working with you during the workshop. Your enthusiasm and interest made our job most enjoyable and easy. Thank you for taking the time to help us in our evaluation.

Yours truly,

A. Lorayne Baldus

Mrs. A. Lorayne Baldus, Project Director
Improvement of Instructional Capabilities of Part-Time
Vocational Education Call-Staff